

CLASSIFICATION

CONFIDENTIAL

CONFIDENTIAL

CENTRAL INTELLIGENCE AGENCY

REPORT

50X1-HUM

INFORMATION FROM
FOREIGN DOCUMENTS OR RADIO BROADCASTS

CD NO.

COUNTRY Hungary

SUBJECT Sociological - Education

HOW PUBLISHED Monthly periodical

WHERE PUBLISHED Budapest

DATE PUBLISHED 15 Jan 1951

LANGUAGE Hungarian

DATE OF INFORMATION 1951

DATE DIST. 3 Jan 1951

NO. OF PAGES 5

SUPPLEMENT TO REPORT NO.

THIS DOCUMENT CONTAINS INFORMATION AFFECTING THE NATIONAL DEFENSE OF THE UNITED STATES WITHIN THE MEANING OF ESPIONAGE ACT 50 U. S. C. 31 AND 32, AS AMENDED. ITS TRANSMISSION OR THE REVELATION OF ITS CONTENTS IN ANY MANNER TO AN UNAUTHORIZED PERSON IS PROHIBITED BY LAW. REPRODUCTION OF THIS FORM IS PROHIBITED.

THIS IS UNEVALUATED INFORMATION

SOURCE Kozneveles.FIRST-QUARTER 1950-51 RESULTS IN HUNGARY'S ECONOMIC HIGH SCHOOLS

Istvan Evellei

The number of students attending the 63 Hungarian economic high schools during the 1950 - 1951 school year is 16,555, or 7.8 percent more than last year. Approximately 44.6 percent are of worker and 20.3 percent of peasant origin. By 2 December, 1.7 percent of the pupils had discontinued their studies.

The purpose of economic high schools is to give the students specialized knowledge in the field of economics, in addition to a general education. After leaving these schools, the students either engage in their special fields or continue their studies in institutions of higher learning. These students will form the middle echelon of administration as bookkeepers, statisticians, and planners in national enterprises.

At the beginning of the 1950 - 1951 school year, the economic high schools introduced a new curriculum, which can be broken down as follows: Hungarian 14 hours, history 8, political economy 12, geography 8, Russian 14, mathematics 17, chemistry 6, technology and merchandising 4, bookkeeping 18, factory planning 4, law 4, stenography 5, typewriting 4, and health education 8 hours.

The advantages of the new curriculum are:

1. The burden on the students is lighter because of the reduction in the weekly hours from 34 to 31-32.
2. The number of subjects is smaller.
3. The proportion of specialties to humanities is raised.
4. The most important subjects during the 4-year period are bookkeeping with 18 hours, mathematics with 17 hours, and political economy with 12 hours.

- 1 -

CONFIDENTIAL

CLASSIFICATION

CONFIDENTIAL

STATE	<input checked="" type="checkbox"/>	NAVY	<input checked="" type="checkbox"/>	NSRB															
ARMY	<input checked="" type="checkbox"/>	AIR	<input checked="" type="checkbox"/>	FBI															

CONFIDENTIALCONFIDENTIAL

50X1-HUM

5. The material of certain subjects is incorporated into others.
6. All types of bookkeeping are taught as one subject.

The curriculum makes an attempt to avoid unnecessary repetition and to present the material to the student as a logical whole.

The students learn the elements of socialist bookkeeping, machine bookkeeping, and advanced bookkeeping. They learn how to prepare and analyze balance sheets. During the past few years, students have been introduced to statistics, an important tool of the planned economy. Students learn how to make plans for an enterprise; how to determine the machine and manpower requirements of a plant; how to reconcile these requirements with production tasks; how to determine the rate of production; and how to break down plans for shops and work benches. They also learn the planning of technical development, investment, and the reduction of production costs.

In the study of political economy, the students familiarize themselves with the laws of capitalist and socialist societies and the laws of development. It is impossible to understand the development of society without this knowledge.

The following grader, obtained in classes I-IV for the first quarter of the school year, under the new curriculum, show how students of worker and peasant stock compared scholastically:

<u>Grade</u>	<u>All Students (%)</u>	<u>Students of Worker Origin (%)</u>	<u>Students of Peasant Origin (%)</u>
5 [sic] excellent	0.5	0.5	0.3
5 very good	2.1	1.9	1.6
4 good	15.3	14.0	15.8
3 mediocre	33.7	34.7	32.6
2 satisfactory	31.9	33.2	32.3
1 unsatisfactory	16.5	15.7	17.4

Average for all subjects:

Class I	2.5
Class II	2.4
Class III	2.6
Class IV	2.7
Class I-IV	2.5

It is obvious that the standard of scholarship is poor. Among secondary schools, the economic high school is one of the poorest in this respect. There are very few excellent and very good students; most are mediocre and satisfactory. The number of failures is very high; 16.5 percent, or every sixth student, failed. Students of worker origin have fewer failures than the average. The high number of mediocre students, 33.7 percent, is noteworthy. Class II seems to show the poorest scholarship, attitude, and discipline.

- 2 -

CONFIDENTIAL**CONFIDENTIAL**

CONFIDENTIALCONFIDENTIAL

50X1-HUM

The results are so poor as compared to last year that some attention must be paid to this matter. There are many indications that the lack of discipline has assumed large proportions. Students come to class unprepared and show disrespect for the instructors. Often they create the impression that they are doing the instructor a favor by attending class. Many instructors accept and tolerate this attitude.

The standard of scholarship and discipline speaks for the entire teaching staff. Passive teachers are on the side of the enemy. Every measure must be taken to strengthen school discipline.

Serious deficiencies are apparent in the grading of students' work. There is lack of uniformity in grading. This results in unjustified severity or laxity.

The party has pointed the way toward the elimination of the major deficiencies in the field of specialized education. Favorable conditions exist for the satisfactory functioning of this type of secondary schools, but the full cooperation of both teachers and students is required. All signs of hostility must be extirpated. The sons of the working classes must become well-trained specialists.

- E N D -

- 3 -

CONFIDENTIAL**CONFIDENTIAL**